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DAVID N. CAMP, New Britain, Resident Editor.



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AND

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VOL. XIII.

NEW BRITAIN, JULY, 1866.

No. 7.

EDITORIAL CORRESPONDENCE.

LONDON, May 24th, 1866.

THOUGH two weeks is not sufficient time to gain any adequate idea of the educational system of a kingdom like this, observation in a few places has impressed us with the fact that both the government and individuals are doing much for the education and enlightenment of the middle and lower classes. We gave some time, while in Liverpool, to a study of the educational institutions of that great commercial town, and were surprised to find that so much had been done in certain directions, to furnish the means for intellectual and moral culture.

There are in Liverpool about two hundred churches, some of them capable of holding two thousand persons each, and we saw two of them well filled on the sabbath. There are numerous Sabbath schools and mission schools, especially in those parts of the town most needing these institutions. The Liverpool Institute, the building for which was erected by subscription at a cost of \$60,000 is one of the most flourishing institutions of the kind to be found anywhere. It

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comprises a boy's high school, a commercial school and a girl's school. There are also evening classes for those youth who are engaged in business during the day. In these schools, there are skillful and efficient teachers who are zealously engaged in their work.

Queen's College, which was inaugurated by Lord Brougham in 1857, is also connected with the institute, and this provides for a full collegiate course both in day and evening classes, and the members regularly receive their degrees. There is also a Government School of Design and Practical Art belonging to the Institute. This department has day and evening classes and a class for ladies. There are also corporation, national and infant schools, and a number of parish schools belonging to the different religious denominations. A part of these are regularly inspected by government and receive an annual stipend from the national treasury.

The public museums, libraries and galleries of art are also designed to be places for study and intellectual improvement, rather than amusement. The Derby Museum, containing the collection presented by the earl of Derby, has twenty rooms, some of them quite large, devoted to the exhibition of subjects relating to natural history, the fine arts and scientific inventions. Here are four bird rooms, three for mammalia, one for British animals, and various others, in which all the subjects are classified, named and arranged to facilitate study. Here is a specimen of all the grasses, of different kinds of cotton, flax, wool, rice, etc., described and the country from which each came, named. We noticed twenty-two varieties of cotton from America, twenty-six from India, and as presented in these show cases, the superiority of the American could be easily seen. All the various imports of Liverpool are represented with the country from which they came. The galleries of painting and sculpture are arranged to represent different schools of art and different styles of ancient and modern masters. The gallery of inventions and science includes models of steam engines—of marine appliances, of machinery, specimens of mathematical, astronomical and

optical instruments, and the various applications of India rubber and other substances in the arts.

There is a large public library in the same building, fitted up with seats and desks to accommodate several hundred readers. Between twelve and one o'clock, we counted more than two hundred reading from books at the same time, a large majority apparently from the working classes. There are also other museums, libraries and reading rooms opened like these, entirely free to all, so that the poor as well as the rich can enjoy their privileges.

It is certainly a noble thing for the rich in a large town like Liverpool, thus to offer the means and opportunities of literary, scientific, and esthetic culture to all the inhabitants, as free as the water which is constantly flowing from its public fountains, in almost every street.

In Birmingham, which we selected as a good example of a large manufacturing town, we found a different class of educational institutions. There is first, the "King Edward's School," one of the old English endowed schools, in which five hundred and fifty boys are taught in a large, gloomy, castle-like, stone building. There are some eight or ten branch schools of a lower grade preparatory to this, and in addition, several parish schools belonging to different denominations. Some of these receive government aid. There is also a large free library here in a fine building. The appropriations for this were voted by the town in a public meeting.

The circulating library has now over ten thousand volumes, and eleven thousand volumes have already been secured for the reference library; among them are many rare and expensive works. The influence of these free libraries and reading rooms must be very beneficial on a population like that of Liverpool and Birmingham—and they help in some measure to supplement the education given in the schools.

C.

WHAT SHALL WE TEACH?

BY E. L. B.

I HAD ON my blackboard a crayon sketch of a cross, surmounted by a crown, and partly enveloped with clouds. One of my neighbors happening to see it, exclaimed at my want of judgment in matters appertaining to school-rooms: "Just rub that out, and put on there the geological formation of the earth. I do n't know as *you can*, but some people could—and the children could learn something from it. It would do them good. But what can they learn from that thing you have got there?"

Most, I believe, really think the highest good in the school-room consists in the greatest percentage of positive book-knowledge which can be "stuffed" into a child. "He do n't know much about books," said a friend to me, in speaking of another, "but he knows a great deal about men, and the world in which men live." Good books are delightful things, and as a general thing, men and women who read books are far more delightful companions than those who do not: but "rid me and deliver me" from the companionship of those who know nothing, or next to nothing, except what they *read* or learned from books.

Are we not too closely confined in the school-room to our books? When I begin to remember the limitless or almost between learning this list and the *ten commandments*, then by limitless opportunities which offer themselves day by day, and hour by hour, for directing the minds of the boys and girls around us toward high purposes, toward noble thoughts, toward good deeds, I can only exclaim, "Who is sufficient for these things?"

Let me not be supposed to underrate the value of *exact* critical information. It is very well and in some cases may be extremely useful, to know the names of the counties of your own State in alphabetical order; but if the choice lies all means, I suppose, the Decalogue should have the prefer-

ence. As if it *could*, by any possibility, be better for a child to know where the Euphrates river rises, than for him to know that truth, sobriety, and love, will make for him a garden of Eden more beautiful than that which once lay upon the banks of that ancient river. *True*, if I am hired to teach arithmetic, I must not devote my time to moral essays, or even to reading Christ's Sermon on the Mount; but if I have an immortal soul to feed, I must see that its nourishment is indeed meat and drink.

The souls of children hunger and thirst for what is beautiful and good. "I say unto you that *their* angels do *always* behold the face of my Father which is in Heaven." Children do not learn evil far more easily than good. Offer to them the pure cup of innocence and the foul cup of wrong, and the chances being equal for an unbiased choice, they will infallibly choose the unpolluted. A good impression is made by the lightest touch. Lay your hand never so softly upon the conscience of a little child, and you have left a mark there which will brighten with the spotless flash of beauty, or the brassy glitter of evil, as years are added to the little one's life. Let us be careful to sow our seed deftly, for it will spring up and bear fruit—"it may chance of wheat."—*Ohio Educational Monthly*.

THE STUDY OF THE BEAUTIFUL.

WHAT a pity it is when there is in every child's mind such an inborn love of the beautiful, that our school studies and school routine should so neglect its culture, and so limit things to mere practical realities! Do we not commit a great mistake when we make school-work such dull drudgery? Do we think, as we ought, that each one has an æsthetic, as well as an intellectual nature, that there is something in each one of us that mere intellect can not satisfy, something that the flowers, the skies, God's pictures in earth and air,

and man's strivings for the ideal as shown in pictures and statues, only have language for? Do we think how the study and the love of the beautiful in art and nature, cultivate and refine one; how tender and earnest they make him; how this culture can not help expressing itself in motion, in gesture, in speech, in a thousand ways? There seems, too, to be a connection between this culture and moral and spiritual culture. For is not all beauty but the spiritual shining through the material? and so the nearer we get to the beautiful, the nearer do we approach, and the more fully we comprehend the spiritual, the divine.

If teachers could do more to interweave this study with other studies, how much more should we truly educate our scholars, making them such reverent lovers and students of the beautiful, that when they leave our schools they shall know something of the wonders and treasures of art and nature, shall have better things to think of than fashion and gossip, and shall not stray through art galleries for no other reason than because it is fashionable to be seen there.

Nearly all studies need the assistance of this one. It would take too long to describe how it could be made to help all, but the one study of geography seems to need it most, and to get it least. For what is Geography? The description of the Earth, the beautiful Earth, that our Father has given us for an heritage, with its glory of mountain and plain, and river and ocean.

"The sea broad-breasted, and the tranced lake,
The rich arterial rivers, and the hills
Which wave their woody tresses in the breeze,
The snow-robed mountains circling earth
As the white spirits God the Saviour's throne."

The quiet lakes, the grandeur of mountains, the charms of scenery, the beauty of skies, day-time and night-time, are only open pages whence the child is to learn this great study, provided you direct him rightly. Then in the description of countries and cities, how much of the beauty of art comes in. It almost seems wicked not to have children learn something of the great artists, those who speak down

through the listening years in pictures, and songs, and statues; and of those poems, that might fill their souls with echoes of imperishable music. Some of the technicalities of Art might be learned as easily as the rudiments of their other studies, and would be, in after life, of as great value. We fill our houses with choice paintings, engravings and statuary, but how very few understand their true significance; how few have knowledge even of the names of the great galleries of the old world, of the great master-pieces of past and modern artists! We read in books of travel of the great cathedrals of Europe, of choir and nave and transept, of different styles of architecture, of decorations of turret or spire. We read of paintings in oil or water colors, in fresco, in encaustic, in enamel, in mosaic; of the different styles and schools of painting, of engravings, lithographs, etc. Shall these be unmeaning names, or shall we interest and teach our children of them, thus preparing them for a better appreciation of the works of Art? Children take such a delight in pictures, that it seems a shame to put them off with the coarse caricatures of the popular juvenile books. The picture-shops and the free galleries of the cities are doing a great work for us in this way; but we are not all in cities, and if we were, the children need an interpreter between them and Art,—one who shall cultivate in them an earnest love for works of Art, and not for these merely, but for all Beauty in Nature, as well as Art. So shall all beautiful things speak to them, and give them somewhat of their divine influences. Nature and Art shall lead them, reverent and happy, to the Author and Giver of all Beauty, even Beauty itself. The mountains shall fill them by their royalty and grandeur with infinite aspirations,—with lofty thoughts of living. The little, clinging flower shall teach them gentleness and love, and the faithful, kindly trees, lessons of human brotherhood and sympathy. Pictures and statues, poems and songs, grand cathedrals, and all that is noble and beautiful, shall make them truer, holier, more patient and trustful; more generous and noble in life. “And the Beautiful having secured a place in the Intellect passes into

immortality with it." And they can never grow too old to appreciate Beauty, wherever and in whatever form they find it. So shall they

"With a natural fitness draw
All tones and shades of Beauty to their souls;
Even as the rainbow-tinted shell, which lies
Miles deep at bottom of the sea, hath all
Colors of skies and flowers and gems and plumes."

Mass. Teacher.

SALARIES OF TEACHERS.

[These just views respecting the salaries of teachers are taken from the recent Report of the Massachusetts Board of Education, an early copy of which has been kindly sent us by JOHN D. PHILBRICK, Esq., Supt. Public Schools, Boston.]

ONE of the surest signs of the condition of education in any community, is the estimation in which the profession of teaching is held. Where low views of education prevail, the teacher is valued at a low rate, and his services are poorly paid. On the other hand, where elevated and enlarged ideas of the nature and ends of wise education are entertained, the true dignity of the profession is appreciated, and the importance of securing to it the highest talent and accomplishments is practically acknowledged by providing the requisite means for the attainment of the end in view. Measured by this standard, our progress as a State, it must be confessed, has not been so satisfactory as could be desired. By a comparison of statistics it appears that in the course of twenty years the average wages of teachers, male and female, in this commonwealth, have been advanced nominally about fifty per cent. If, in the meantime, the average wealth of the State *per capita* had remained stationary, and if the wages of labor in general had not been raised, this increase might justly be regarded as a gratifying proof of progress. But the facts in the case will scarcely justify such a conclusion. Within the period named, such has been the increase in the valuation that the ratio of taxa-

ble property to population has been doubled, so that in reality the compensation of teachers has not kept pace with our growth in material wealth. That the wages of labor, of every other description, whether skilled or unskilled, professional or industrial, have risen more than fifty per cent., does not admit of question. The wages of male teachers average fifty-four dollars and seventy-seven cents per month. This rate does not exceed that paid to an ordinary journeyman mechanic. The six thousand two hundred and ninety-five female teachers receive an average of twenty-one dollars and eighty-two cents per month. It is more than probable that an equal number of females could be found in the State who are engaged in industrial occupations at a higher rate of wages.

These facts demand the serious consideration of the friends of popular education. Without good teaching a school is but a name. But good teaching can be had only from men and women of high ability and ripe culture, and to suppose that such men and women can be attracted to the laborious profession of teaching without adequate compensation, is a fatal delusion. Poor schools can be had cheap, but good schools will always be costly; and if the character of our Public Schools is to be elevated and improved, if they are to be kept up to the standard of excellence required by an advancing civilization, affording competent instruction to every child, it is absolutely essential that the compensation of teachers should be raised in proportion to the general increase of wealth in the community. Teachers will correspond in their character and qualifications to the demands of public sentiment as expressed in the rate of salaries paid. The demand creates the supply. If there is a real demand for gifted men and women, qualified by their intelligence and moral power to do the great work of education as patriotism and religion would wish it done, such men and women would not only be liberally paid, but they will receive other proofs of the consideration in which they are held, and thus they will be secured and retained in the profession. But while so many paths to wealth and promotion are open,

while talent is invited through so many broad avenues to emolument and distinction, it is unreasonable, it is preposterous, to expect that superior persons—and only such can be good teachers—can, in sufficient numbers for the wants of the present time, be won to the arduous and responsible office of teaching without stronger inducements than have yet been offered. As to the pecuniary ability of the Commonwealth to pay the teachers of her children, it is sufficient to state that at present only about one mill and a half on a dollar of valuation is appropriated to this object, and in the most wealthy cities the ratio even falls below this small fraction.

THOROUGHNESS IN TEACHING.

“A few subjects, thoroughly taught, form the basis of a good education.”

THIS maxim is one that every teacher should constantly bear in mind. Great results in teaching are not secured in a few days, or weeks, or months even. They are to be attained only by long continued, patient, systematic labor. Hence, teachers who would fulfill the high responsibilities of their calling, must be content “to labor and to wait.”

But it is systematic, as well as patient, long-continued labor that is required to accomplish the best results in teaching. No matter how patiently a teacher labors, or how long the labor is continued, if the teaching is not based upon a previously arranged plan founded upon philosophical principles, and is not pursued upon the same plan, the desired result will not be accomplished. It is therefore evident that preparation for the work is as essential to success in teaching as in any other profession or occupation.

Not only should a teacher, by study, qualify himself in all the branches of learning in which he proposes to give instruction, but he should improve every opportunity of acquiring knowledge of the every-day affairs and business transactions of life. It is a lack of knowledge of this kind

on the part of teachers, that causes so much of the valuable time of the pupils to be wasted in studies that neither discipline the mind to correct habits of study and investigation, nor have a practical bearing upon the concerns of business life.

The time was when a teacher who possessed a fair knowledge of the branches of study pursued in common schools, considered himself, and was considered by others, well qualified for the responsible position of teacher. But this is no longer the case. The teacher who wishes to keep pace with the progress of the times in the Educational world, must make himself familiar with the philosophy of mind, that he may fully understand the natural order of intellectual development. He must also acquaint himself with systems of education, and the best and most approved methods of imparting instruction.

If there is any one fault more common than another, or more frequently to be found in schools than all others—any one evil that more than all others needs to be banished from schools—it is, that of permitting a pupil to leave any subject of study, before he has thoroughly mastered it, so thoroughly that the principles become his own for future use. Teachers of little experience are apt to consider the amount of matter passed over by their classes in a given time, as the measure of their success in imparting instruction. But in this they are mistaken. Their true standard is to be determined, not by the number of pages their pupils have passed during a term, but by their thoroughness in the subjects which they have studied. Make a pupil thorough in whatever he attempts, and he acquires mental strength and vigor that will enable him to master, without the aid of a teacher, those other portions of his studies that he would fail to comprehend even with the aid of a teacher, if he had not previously been made thorough in the elementary principles of the subject. "Not how much but how well," should be the governing rule of instruction.

It is quite as important that pupils be taught how to study, as that they be instructed in particular subjects or

branches of study. They should be so instructed in methods of study as to be able to continue a course of reading and investigation with profit, after they leave school. This can be done only by giving them correct habits of thought and logical methods of analysis. Give them these, and they will acquire habits of self-reliance more valuable to them in after life, than all the knowledge they will acquire of books while at school.

In his efforts to be thorough, the teacher must not lose sight of the well established fact that the greatest amount of talking to a class is not always the greatest amount of instruction; but that, on the contrary, it often results in a want of thoroughness in the subject under consideration; and a want of mental power in the pupil to grasp and master new subjects and principles. Many teachers talk too much. They mistake the desire they feel to tell the class what they know about the lesson or subject, for the true spirit of teaching. "Pouring in" facts by the page, till the mind is full to confusion,—for the mind, like the stomach, will receive only a given amount of mental food at a time, which must be digested before more can profitably be taken,—is in no sense thorough teaching. Pupils do not need to be instructed in what they already know; but they do need to be assisted to discover how to overcome the obstacles they encounter in studying their lessons. Therefore in imparting instruction, teachers should "Talk to the point," remembering that "Plain statements oft repeated" will do more towards securing thorough scholarship, than can ever be secured by confusing the mind of the learner with a great amount of talking and a diffuseness of ideas.

Every lesson should be studied by the teacher as well as by the class, that he may mark out the general course he intends to pursue in conducting the recitation, and in giving the instructions that may be required by the pupils. He should make notes of leading points in the lesson, and of the illustrations and references he intends to make use of. This course will enable him to dispense with the use of a

text-book at recitation, and to inspire his pupils with life and enthusiasm, which he can not do when confined to a text-book. That teacher who is obliged to keep a text-book open before him, with finger pointing to "the place," is yet far from having attained that standard of thoroughness which is begining to be required in first class schools. Freedom from text-book at recitation should be striven for by every teacher.

"But" say our readers, "how is thoroughness to be attained?" We answer;

1. By employing teachers who are well qualified in the subjects of study and the methods of presenting them to others;
2. By thorough classification in school;
3. By insisting upon regular and correct habits of study;
4. By reviewing lessons in advance of recitations;
5. By independence of books at recitation;
6. By assisting pupils only when they need assistance;
7. By showing the practical application that may be made of the knowledge acquired at school;
8. By being earnest and yet patient;
9. By using familiar illustrations, explanations, and applications, to reach the comprehension of the different minds in the class;
10. By fixing every point before learning it;
11. By never letting pupils get discouraged;
12. By frequent reviews, requiring them in the form of abstracts or synopses written by the pupils whenever the subjects will admit of it.—*N. York Teacher.*

MISCELLANEOUS.

NORMAL SCHOOL. We learn that Homer B. Sprague, Esq., of New Haven, has been appointed Principal of the State Normal School. Mr. Sprague is a graduate of Yale, and a gentleman of superior scholarship. He was formerly principal of the High School in Worcester, Mass.,—a position

which he filled with marked success. After leaving Worcester he entered the legal profession and commenced practice in New Haven, but he was too patriotic to remain at home during the war, and enlisted in the 13th Reg. Conn. Vols., and was in due time promoted to a colonency. Col. Sprague is a man of culture, and has talent of rare order. We hope he will find this new position every way pleasant. It will certainly be a field for great usefulness. We are glad to see those who have served our country during its days of peril, assigned to positions of honor and importance.

Prof. Carleton, who has been in temporary charge of the school, has, we believe, discharged incumbent duties to the entire satisfaction of all, and has succeeded to an unusual extent in gaining the confidence and esteem of his associates and pupils. In his new field of labor he will have the best wishes of many friends gained during his temporary sojourn in this state.

The exercises connected with the 17th Anniversary of our State Normal School will take place during the week commencing July 15. The sermon before the graduating class will be preached Sunday evening, July 15, by the Rev. Mr. Walker of New Britain. The oration and poem before the united Literary Societies will be on Wednesday evening, July 18,—the oration by Rev. J. E. Rankin of Charlestown, Mass., and the poem by Wm. H. Burleigh, Esq., of New York. The exercises of the graduating class will be on the afternoon of Thursday, July 19.

THE SIGHT.—Persons living in cities begin to wear glasses earlier than country people, from the want of opportunity of looking at things at a distance. Those who wish to put off the evil day of *spectacles*, should accustom themselves to long views. The eye is always relieved, and we see better, if, after reading awhile, we direct the sight to some far-distant object even for a minute. Great travelers and hunters are seldom near-sighted. Humboldt at eighty-seven could read unaided. Sailors discern objects at a great distance

with considerable distinctness, when a common eye sees nothing at all.

SCIENTIFIC MISSION.—The Emperor of France has ordered a scientific mission to explore the Cambodia from the source of the MeiKon to Thibet, where all traces of the river disappear. The country which it traverses has hitherto been unexplored, and is unknown to modern geographers, although certain ruins scattered over it attest the fact that a high degree of civilization once existed in this deserted region.

THE RISING GENERATION.—In the United States there are about 60,000 common schools, which are supported in part by the State treasuries, and partially by funds and school taxes. In England and Wales there are 46,042 public and private schools attended by 2,144,378 scholars. In addition there are 1545 evening schools, which provide for 39,683 children. The number of Sunday-schools is 23,514, with 2,407,612 scholars. It is estimated that in England there is a scholar for every 8.36 persons; in Scotland about one seventh of the people are at school, while in the United States there is a scholar to every five persons. In Russia only one child to every two hundred persons receives instruction at school, so that while at nine o'clock on Monday morning there are 4,000,000 American boys and girls at school, there are in Russia only 100,000 enjoying the benefits of education.

GREATEST ADDITION TO PHILOLOGY IN HALF A CENTURY.—The most important contribution to *Philology*, during the year 1864, was the publication of the illustrated edition of Webster's Quarto Unabridged Dictionary. This work, which had long been in preparation, and on the revision of which years of labor had been bestowed by several eminent scholars, was, in many respects, the greatest addition to the philology of the present age which has appeared *within half a century*.—*Appleton's Cyclopaedia for 1864.*

A FEW OF MY TROUBLES.

THERE are good reasons why I should present this subject. In the first place, if I do not give an account of my own troubles, it is very doubtful whether any one else will, as I have reason to think that no person in the world is so deeply interested in them as I am, or has bestowed so much time to the consideration of them. And then, I believe, seriously, that my troubles are not mine only. Haven't you, many a time, sat alone in your school-room after the day's duties were done, and looked drearily around at the rows of vacant seats—at the figures on the blackboards—at the cobwebs in the further corner of the ceiling—at the clean faced clock that ticked unusually loud, now that the place was still, and the echoes of poorly enunciated English, that make the air ache six hours out of a day, were quiet at last?

Haven't you sat thus, with your tired head in your hands, and both elbows resting on the desk, while the silence brought to you thoughts of the day's work? Are you ever satisfied with it? Can you look at it, and say, "This is quite perfect and satisfies me?" On the contrary, are you not filled with depressing doubts and misgivings, and oftentimes with a wretched sense of your own shortcomings, and the inadequacy of the work you are doing?

There is no use talking of this. Try to tell your confidential friend about it. "Nonsense," he cries. "You are a tip-top teacher—you've got a fit of the blues—all you want is fresh air."

There is truth in this; still a whole skyfull of fresh air fails to wholly divest my mind of a subtle sense of dissatisfaction in the work I am doing. It is not because the work is not a good one. In my soul, I believe there is no higher or nobler work than that which is set before teachers. It is not because I find unusual difficulties in the way—nothing of the sort. My scholars are not insubordinate or defiant; for the most part, they are dutiful, attentive, and diligent. And yet, I am greatly dissatisfied with the work I do for them. So you see that my troubles are rather indefinite; that they

jective rather than objective. Yet, notwithstanding they are vague and intangible, and exist only in my own mind, they are real, and cast very real shadows.

To begin, then: it gives me a sense of annoyance that our work is so very prosaic and commonplace. The work of education, when viewed as a grand, triumphal crusade against the powers of darkness, is indeed inspiring. "But above all," cries the clarion voice of one of the world's great teachers, "above all, where thou findest ignorance, brute-mindedness, stupidity, attack it, I say. Smite wisely, unweariedly, and rest not while thou livest and it lives; but smite! smite in the name of God!" I suppose ignorance, stupidity, brute-mindedness rose before Carlyle in serried and embattled ranks, where any gallantly accoutered knight might find worthy foe; and if I could encounter them in that guise, what a gallant charge I would make. But the warlike spirit dwindles perceptibly, when I meet the worthy trio closely leagued and strongly fortified in a little stolid-faced child who stands at my knee. However, I whet up my battle-axe—a very mild one—and begin the attack.

"George, what letter is that?"

"A. Say A, George."

"Look at it again, so as to know it next time. Now, remember that is A."

"Now, George, what is it? You don't know! Didn't I just tell you it was A? Try to remember it now, George."

"Ugh?"

But then it is a glorious work! You have heard the popular and eloquent Mr. B., who is a man of veracity, say so. Surely, it is a glorious work to train immortal minds; to build a temple that shall stand when palaces have crumbled, and the adamantine hills have melted away; to kindle a light that shall shine on when the world is lost in ruin, and the stars and suns have ceased to be. It is very exhilarating to hear all this; but after all, you and I don't often see the Eternal temples. We daub away with untempered mortar at the wretched little bricks that form our every-day building

material; what we pile up one day falls down the next, very likely, and we see no great architectural results.

Edward Everett has told us that, "From the humblest village school there may go forth a teacher who, like Newton, shall bind his temples with Orion's belt; with Herschel, light up his cell with the beams of before undiscovered planets; with Franklin, grasp the lightning." And this encouraging statement is not without a certain air of probability, since it is altogether more likely that such a teacher would go from the school than he would continue in it; but, for all that, when we have been carried off into mid air by sublime words like these, and then have come down to the earth again, we find we are still the same ordinary mortals that we were before we went up, and that we are not likely to bind any thing upon our temples, except a wet towel for the headache; that we still burn kerosene in our cells, and find that high enough, without going as high as starlight; and, ignoble creatures, we have not the slightest desire to be burnt with lightning.

Truly, there seems to be a laughable incongruity between the lofty and inspiring words that men utter of this work, and the work as we find it day by day—dull, commonplace, absurd, and wearisome.

Is it because they have a higher stand-point than we, and can see further, while we grope with our eyes intent upon what is nearest and most obvious?

If work that is truly grand would only look so to those who are doing it, wouldn't it be a comfort?

It is another fruitful source of self-torment, that I never can make my real school come up to my ideal of what a school ought to be. Many a time, during the weary night hours, have I resolved a thousand possibilities in the way of teaching. Nothing is more delightful than to teach an ideal school. You have a fine theory of government founded on abstract principles of right and justice; you lay out complete, or at least symmetrical courses of study; you have adequate text-books to carry out your plans. Your ideal teacher is of clear understanding and broad culture, of uner-

ring tact and great self-control; he wields unbounded influence over the ideal scholars, who are eager, aspiring, striding up the hill of science in true excelsior style. The parents and school officers are appreciative, and blandly, even thankfully pay the bills, and co-operate in all of your plans. Every thing in your theoretic school works beautifully. There is not a hitch in the machinery; bands, and wheels, and grooves, and pivots—every thing is smooth and perfect, and works with certainty to the accomplishment of the desired end.

But test the wonderful machine in real life. I know, and so do you, what would become of it. We might as well try to run a steam engine over the corduroy roads of Virginia. Every log is an uncompromising fact. The fine piece of mechanism would be shattered before it had gone half its length, and the heart-broken inventor would be glad of any clumsy-wheeled old wagon and patient donkeys that would bounce, and shake, and tumble him over the rest of the road.

So, theorize as I will, in real teaching the customs and opinions of the community, the clumsy text-books, the peculiarities of each scholar, my own faults, are so many absolute facts; they can not be ignored. Perhaps one out of twenty will work with my plan, the other nineteen go dead against it. So there is nothing left for me, poor mortal, but to pocket my ideal—the pieces of it—with a sigh, and a heart-sinking, and a general fading of the *corileur de rose* out of my special horizon, and go to work with what remains,—the stubborn, unmitigated facts. It is impossible to make the facts fit the ideal, so the school is made to suit the facts; and thus it happens that my real school is a great coming down from the one in the castle.

In the matter of school discipline, I believe its tendency in a Christian land should be to educate the conscience; to teach youth to have the fear of God rather than the fear of man before their eyes; not only to enforce certain school regulations to-day, but to instil principles of action that shall stand good under all circumstances of life. Yet not one teacher in a hundred has the moral power to govern in

this way. Many govern by a sort of personal fear with which they inspire their pupils. Said the father of a lawless boy to such a one: "If my son feared the Almighty God one-half as much as he does you, I should have no anxiety for him in this world, or in the world that is to come." The teacher considered it a high compliment. It was a compliment to his success; but there is success that is failure, wretched failure.

I know a noted disciplinarian. He is at heart an arrant coward, as all bullies are, but his scholars seem to fear nothing so much as his displeasure. They prevaricate, and cheat, and lie to any extent whatever, in order to keep a fair face with him. He has quite a reputation as a successful teacher. His method of discipline is held up as quite marvelous; but I believe he is doing more harm than good. I had rather, a thousand times, a child of mine should be honest and upright, and get what knowledge he can by his wits, than breathe the tainted moral atmosphere of such a school.

Yet many teachers govern in this way—perhaps all do, to a certain extent.

"Look out! you'll get caught!" is heard oftener in my school than "It isn't fair! it isn't right! it's cheating!"

It does not answer to put scholars upon their honor, then blindfold your own eyes, and trust them. I tried it once—when I knew a great deal more than I do now—and made a signal failure. One has to work with both levers, the fear of God and the fear of man. We often strain and tug at the weakest and poorest of these because it is visible,—forgetful of the invisible, which is infinitely stronger and more far-reaching. In nine cases out of ten, I pursue any method that quickly and efficaciously meets the case in hand; and my fine ideas do little except make me uncomfortable that I can not live up to them.

My pupils only get a smattering of their various studies. Very few of them ever thoroughly investigate any subject. It is a mournful fact that the rising generation are not troubled with hungerings and thirstings after knowledge.

I sometimes think my scholars use more of their native wits in devising means not to learn, than they do in learning. To be sure, it is creditable to read, and write, and spell your own language correctly; and desirable, in a business point of view, to understand interest; besides, there exists a general prejudice in favor of well-educated people. But beyond this, they do not see that learning adds any thing of beauty, or grace, or power to life. "What's the use?" cries a wide-awake fellow. "There's old Professor Graybeard, he meditates in Sanscrit, and wouldn't dream in any thing less than Greek hexameter—and I wouldn't be him for a fortune!"

The worst of it is, I have some misgivings of the sort myself. It is said that "Knowledge is power." I have written it in copy-books, and parsed it, and printed it on school banners; but my belief in it quakes sometimes. At least I know that I succeed in teaching my pupils but little of that available knowledge which is truly power.

LOCAL AND PERSONAL.

HENRY BARNARD. LL. D. This distinguished Educator has been elected President of St. John's College, Annapolis, Md. Dr. Barnard's energy and zeal combined with his knowledge of Educational matters and wants will tend to make his influence in this new and important position felt for good.

Dr. Barnard has devoted his life's energies and talents to the cause of Education, and though his efforts can neither be properly appreciated, nor rewarded in his day, we doubt not that the future generations will rank him high among those who have given their talents and labors to the elevation of mankind.

As Editor of the *American Journal of Education*, Dr. Barnard has done a work for which all teachers and friends of Education have reason to be grateful. And yet how few at the present time do anything towards the support of this valuable publication. Were it not that teachers are so meagerly compensated as to be really unable to expend much for educational works, we should feel that they were really culpable for neglecting to provide themselves with that store-house of pedagogical literature,—Barnard's *Journal of Education*.

NEW TOWN. Teachers should not forget that our recent Legislature added a new town to the previous list,—the whole number now being 163. The new town is MIDDLEFIELD, formerly a part of Middletown, and with our own knowledge of the people of this section, we do not hesitate to express the belief that in general enterprise, interest in education, temperance, and every good cause, it will assume a very high rank among the towns of the State. For many years the school-houses and schools of this section have been among the very best. We welcome Middlefield as a new town and wish that prosperity may ever abide within its limits.

NEW SCHOOL. We learn that our friend, A. Norton Lewis, Esq., who has faithfully and acceptably discharged the duties of Superintendent of schools in Waterbury, is about to open a boarding school in Woodbury. It is a cause for regret that so many of our best teachers and educators are compelled, from want of adequate compensation, to abandon work in our public schools. While we regret to lose Mr. Lewis from the position he has so long and so well filled, we wish him abundant success in his new field of labor.

PROF. CAMP. We hope our readers will not overlook the interesting letter from the Editor in the present number. We are confident they will feel gratified to learn that he is enjoying his tour, and that his health has greatly improved since he left home.

We had hoped to receive from one long familiar with Prof. Camp and his many and important services in the cause of education, a somewhat detailed account of his labors in behalf of schools, but the article has not yet come to hand. To those who have known him as an instructor, no words of commendation are necessary. He was ever ready, not only to impart instruction, but also to give aid and encouragement to all under his charge. Having engaged in teaching in the Normal School at its organization, he gave to it his earnest efforts and heartfelt sympathy, and was ever watchful of its interests, and ready to labor in season and out of season for its prosperity. No one not familiar with all the circumstances can fully realize the immense amount of toil and effort on the part of Prof. Camp to secure to the school the advantages it has enjoyed. We hope soon to see a full and detailed account of his efforts in behalf of common schools in this state.—ED. PRO TEM.

 The next number of the Journal will be issued in September.

AMERICAN INSTITUTE OF INSTRUCTION.

The Thirty-seventh Annual Meeting of the AMERICAN INSTITUTE OF INSTRUCTION will be held at Burlington, Vt., at the City Hall, on the 7th, 8th, and 9th days of August, 1866.

The Board of Directors will meet at the American House on the 7th, at 11 o'clock, A. M.

The public exercises will be as follows:

TUESDAY, AUGUST 7.

2½ o'clock, P. M., the meeting will be organized, and the customary addresses will be made; after which there will be a discussion upon the following subject. "*Our Schools—their influence on 1. Agriculture; 2. Commerce; 3. Manufactures; 4. Civil Policy; 5. Morals.*"

At 8 o'clock, P. M., a Lecture, by Moses T. Brown, of Cincinnati, on "*Reading as a Fine Art.*"

WEDNESDAY, AUGUST 8.

At 9 o'clock, A. M., a Discussion. Subject: "*Reading as a Fine Art.*" At 10 o'clock, A. M., a Discussion. Subject: "*Graded Schools.*"

At 11 o'clock, a Lecture by Milo C. Stebbins, of Springfield, Mass.

2½ P. M., a Discussion. Subject: "*Education and Reconstruction.*"

At 8, P. M., a Lecture, by Prof. W. S. Tyler, of Amherst College.

THURSDAY, AUGUST 9.

At 9 o'clock, A. M., a Discussion. "*Our Schools, &c.*"—subject of Tuesday, P. M. resumed.

At 10 o'clock, A. M., a Discussion. Subject: "*Half-time System.*"

At 11 o'clock, A. M., a Lecture, by Prof. S. S. Greene, of Brown University.

At 2½ P. M., a Discussion. Subject: "*Place of the Sciences and the Classics in a Liberal Education.*"

At 4 o'clock, P. M., a Discussion. Subject: "*Object Teaching.*"

Governors Bullock and Dillingham will be present on Thursday evening.

A liberal reduction in their rates will be made by the hotels at Burlington. The charges will not exceed \$2 per day.

The citizens of Burlington generously proffer gratuitous entertainment to lady teachers in attendance.

Tickets from Boston to Burlington, and Return, via Lowell and Vermont Central Railroad, at \$8.00 (one-half the usual rate). Excursion Tickets to Montreal and Indianapolis, at a low rate. The precise terms will soon be announced. Tickets may be had only of Lansing Millis, 5 State Street, Boston.

The NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS will meet at Indianapolis, Ind., August 13th and 14th; and the NATIONAL TEACHERS' ASSOCIATION in the same place, on the 15th, 16th, and 17th of August. The place and time of the session of the Institute have been so arranged as to facilitate attendance upon the meetings at Indianapolis.

C. A. MORRILL, *Secretary.*

BOOK NOTICES.

THE LITTLE THINGS OF NATURE, considered especially in relation to the Divine benevolence; by Leo Hartley Grindon, Lecturer on Botany at the Royal School of Medicine, Manchester, Eng. Second Edition revised. Boston: Nichols and Noyes. 12mo. pp. 88.

Also, **THE PHENOMENA OF PLANT LIFE**, by the same author. Boston:
Nichols and Noyes. 12mo. pp. 93.

Messrs. Nichols and Noyes merit our thanks for collecting and publishing these two interesting series of papers, which originally appeared in an English periodical. The author, with microscope in hand, and with a fine appreciation of the divine goodness, which so planned the minutest and most secret operations of Nature that they should "minister delight to man," reveals just enough of her wonders and beauties to allure the reader to a further search.

We heartily commend these books to young students, feeling sure that they will rise from their perusal the possessors of a new and noble source of enjoyment. Elegantly bound in green and gold, they are well suited for gift books.

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